

Allendale-Fairfax Middle

3305 Allendale Fairfax Hwy
Fairfax, SC 29827

Grades	6-8 Middle School	
Enrollment	410 Students	
Principal	Charles A. Rundell	803-584-3489
Superintendent	Paula L. Harris	803-584-4603
Board Chair	Willie Priester	803-584-3627

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	2	23	22

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 9 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Unsatisfactory	Average	N/A
2003	Unsatisfactory	Below Average	No
2004	Unsatisfactory	Good	No
2005	Unsatisfactory	Below Average	No

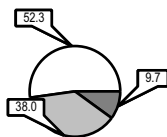
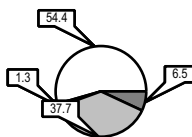
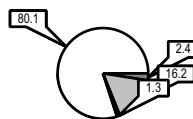
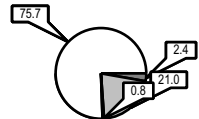
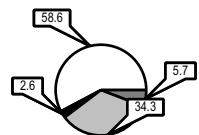
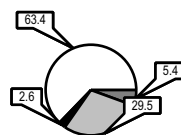
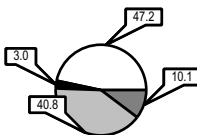
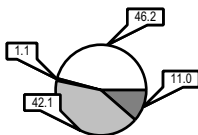
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	394	98.7	52.4	38.0	9.6	0.0	16.3	No	Yes
Gender									
Male	193	98.5	53.3	38.9	7.8	0.0	13.9		
Female	201	99.0	51.5	37.1	11.3	0.0	18.6		
Racial/Ethnic Group									
White	16	93.8	21.4	50.0	28.6	0.0	50.0	I/S	I/S
African American	370	98.9	54.0	37.2	8.8	0.0	14.8	No	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	319	99.1	54.6	35.3	10.1	0.0	18.6		
Disabled	75	97.3	42.6	50.0	7.4	0.0	5.9	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	394	98.7	52.4	38.0	9.6	0.0	16.3		
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	392	98.7	52.2	38.2	9.7	0.0	16.4		
Socio-Economic Status									
Subsidized meals	338	99.1	53.7	38.3	8.0	0.0	13.9	No	Yes
Full-pay meals	56	96.4	44.0	36.0	20.0	0.0	32.0		

Mathematics – State Performance Objective = 36.7%									
All Students	394	99.0	54.8	37.4	6.4	1.3	12.0	No	Yes
Gender									
Male	193	98.5	56.1	37.8	5.0	1.1	10.6		
Female	201	99.5	53.6	37.1	7.7	1.5	13.4		
Racial/Ethnic Group									
White	16	93.8	21.4	42.9	35.7	0.0	42.9	I/S	I/S
African American	370	99.2	56.8	36.6	5.4	1.1	10.5	No	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	319	99.4	52.0	38.9	7.5	1.6	13.7		
Disabled	75	97.3	67.6	30.9	1.5	0.0	4.4	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	394	99.0	54.8	37.4	6.4	1.3	12.0		
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	392	99.0	54.6	37.6	6.5	1.3	12.1		
Socio-Economic Status									
Subsidized meals	338	99.7	56.6	36.6	5.8	0.9	11.1	No	Yes
Full-pay meals	56	94.6	42.9	42.9	10.2	4.1	18.4		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	394	98.7	79.9	16.3	2.4	1.3	3.7
Gender							
Male	193	98.5	80.6	15.6	2.8	1.1	3.9
Female	201	99.0	79.4	17.0	2.1	1.5	3.6
Racial/Ethnic Group							
White	16	93.8	35.7	42.9	21.4	0.0	21.4
African American	370	98.9	81.8	15.3	1.7	1.1	2.8
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	319	99.1	75.8	19.6	2.9	1.6	4.6
Disabled	75	97.3	98.5	1.5	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	394	98.7	79.9	16.3	2.4	1.3	3.7
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	392	98.7	79.8	16.4	2.4	1.3	3.8
Socio-Economic Status							
Subsidized meals	338	99.4	82.2	14.5	2.2	1.2	3.4
Full-pay meals	56	94.6	65.3	28.6	4.1	2.0	6.1

Social Studies							
All Students	394	99.0	75.4	21.1	2.7	0.8	3.5
Gender							
Male	193	98.5	76.7	20.0	2.2	1.1	3.3
Female	201	99.5	74.2	22.2	3.1	0.5	3.6
Racial/Ethnic Group							
White	16	93.8	21.4	71.4	0.0	7.1	7.1
African American	370	99.2	77.8	19.0	2.8	0.3	3.1
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	319	99.4	71.9	24.2	2.9	1.0	3.9
Disabled	75	97.3	91.2	7.4	1.5	0.0	1.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	394	99.0	75.4	21.1	2.7	0.8	3.5
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	392	99.0	75.3	21.2	2.7	0.8	3.5
Socio-Economic Status							
Subsidized meals	338	99.7	77.2	19.7	2.5	0.6	3.1
Full-pay meals	56	94.6	63.3	30.6	4.1	2.0	6.1

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	125	97.6	69.7	23.0	7.4	N/A	7.4
	7	153	98.7	48.0	43.2	8.8	N/A	8.8
	8	103	98.1	36.6	54.5	7.9	1.0	8.9
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	139	100.0	63.4	30.5	6.1	0.0	6.1
	7	115	98.3	42.3	51.0	6.7	0.0	6.7
	8	140	97.9	47.7	36.2	16.2	0.0	16.2
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	125	96.0	55.8	33.3	8.3	2.5	10.8
	7	153	98.7	56.8	36.5	6.1	0.7	6.8
	8	103	98.1	40.6	50.5	6.9	2.0	8.9
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	139	99.3	55.0	34.4	9.9	0.8	10.7
	7	115	99.1	50.5	41.9	4.8	2.9	7.6
	8	140	98.6	55.4	39.2	4.6	0.8	5.4
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	139	99.3	79.4	14.5	4.6	1.5	6.1
	7	115	99.1	76.2	19.0	1.9	2.9	4.8
	8	140	97.9	83.1	16.2	0.8	0.0	0.8
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	139	99.3	71.8	22.9	3.1	2.3	5.3
	7	115	99.1	81.0	16.2	2.9	0.0	2.9
	8	140	98.6	74.6	23.8	1.5	0.0	1.5

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 410)				
Students enrolled in high school credit courses (grades 7 & 8)	6.7%	Down from 14.6%	7.9%	15.5%
Retention rate	11.7%	Up from 0.2%	4.7%	3.0%
Attendance rate	94.3%	Down from 98.0%	95.0%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	14.7%	Up from 13.4%	7.6%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	12.1%	Up from 11.3%	6.9%	4.6%
Eligible for gifted and talented	0.7%	Down from 6.5%	6.4%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	18.5%	Up from 14.3%	15.6%	13.6%
Older than usual for grade	11.0%	Up from 5.3%	8.6%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.2%	Up from 0.5%	1.3%	0.8%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 29)				
Teachers with advanced degrees	37.9%	Up from 12.5%	50.0%	51.8%
Continuing contract teachers	34.5%	Down from 62.5%	66.7%	78.1%
Highly qualified teachers	84.6%	Down from 89.5%	89.1%	89.6%
Teachers with emergency or provisional certificates	50.0%	Up from 35.0%	11.5%	6.0%
Teachers returning from previous year	52.2%	Down from 60.2%	76.7%	85.4%
Teacher attendance rate	93.3%	Up from 93.2%	94.8%	94.9%
Average teacher salary	\$36,406	Up 2.9%	\$40,047	\$41,328
Prof. development days/teacher	7.2 days	Up from 7.1 days	10.9 days	11.5 days
School				
Principal's years at school	1.0	No change	3.0	3.0
Student-teacher ratio in core subjects	17.3 to 1	Up from 15.6 to 1	18.5 to 1	21.3 to 1
Prime instructional time	85.5%	Down from 88.1%	87.2%	89.3%
Dollars spent per pupil*	\$6,675	Down 14.3%	\$7,157	\$6,022
Percent of expenditures for teacher salaries*	57.2%	Up from 55.4%	60.3%	61.7%
Opportunities in the arts	Good	Up from Poor	Good	Good
Parents attending conferences	69.6%	Down from 99.0%	90.1%	96.1%
SACS accreditation	Yes	Up from No	Yes	Yes
Character development program	Below Average	Down from Average	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	88.5%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		No	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Allendale-Fairfax Middle School is a sixth through eighth grade Title I school with a current enrollment of 396 students. The staff consists of 31 certified instructors and 7 classified. AFMS dedicates itself to the academic achievement of our students. We realize that an optimum middle school education is essential preparation for students' success in high school and beyond. Recognizing our students' emotional, social and physical needs, we promote their growth by helping them to become critical thinkers, problem solvers, effective communicators and caring citizens who will be able to function effectively in a global society. We do this by providing a meaningful curriculum, excellence in instruction and continuous communication among parents, teachers, and students. To ensure continued growth, AFMS will continue to provide a positive and safe school climate. AFMS reduced their number of discipline referrals by 33.1 % over the previous year. There is an increased emphasis on character education and staff development in learning environment and classroom management. There has also been increased staff development to develop strategies to improve the writing performance of our students. The mission of AFMS is to prepare students to become competent, responsible individuals by providing a safe environment where cultural differences are recognized, respected and celebrated, and realistic educational experiences are provided through the home, school, and community to achieve lifelong learners. Our goal continues to be that of creating well-balanced individuals and helping each student develop his or her society and leading them to decide on their future courses independently.

For the 2004-2005 school year, AFMS has many proud points of interest. Ten students were inducted into the Junior Beta Club. EPICS provided an after-school enrichment program to enhance academics, as well as a homework center. Quarterly awards assemblies were held to recognize students for exceptional academic performance. Eighth-grade students participated in a field trip to USC-Salkehatchie to tour the campus and get a look at college life. AFMS has also maintained an outstanding partnership with Westinghouse and Savannah River Site. Several representatives from the partnership came in to present various decision-making programs. Westinghouse SRS also provided scientists and engineers to talk with students on Career Day. AFMS had one SC Junior Scholar, three Lt.. Governor writing award winners, and four greatest grandparents essay winners. Other points of interest include a foster grandparent program. Students and teachers continue to benefit from the Visionary Leaders Institute. Our sports teams enjoyed competitive seasons, with our basketball teams having winning seasons.

Principal, Curtis C. Simmons and SIC Chair, Zilla Williams

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	27	108	65
Percent satisfied with learning environment	55.6%	43.3%	46.9%
Percent satisfied with social and physical environment	66.7%	52.3%	43.8%
Percent satisfied with school-home relations	40.0%	78.5%	50.8%

*Only students at the highest middle school grade level at this school and their parents were included.